

Missouri Training and Employment Council • PO Box 1087 • Jefferson City, MO 65102-1087

Full Council Meeting Minutes

January 21, 2005
Capitol Plaza Hotel
8 AM – 3:30 PM

Attendees: Cheryl Thruston, Jim Dickerson, Debbie Vandevender, Nancy Headrick, John Wittstruck, Denise Cross, John Gaal, Jerald Pelker, Lew Chartock, Mary Moore Johnson, Herb Johnson, Tony Myers, Robert Honan, J.C. Caudle, Bill Treece, Ron Randen, Bob Wilson, Roger Baugher, Carolyn Caudle, Alex Stanley, Glenda Terrill, Mary McKinney, Clinton Flowers, Rick Beasley, Steve Long, Neil Perry, Garry Taylor, Virginia Kirkpatrick, Garland Barton, Elaine West, Brenda Wrench, Willem Bakker, Greg Fitch, Steve Leibbrand, Jasen Jones, Gary Johnson, Mary Bruton, Bruce Cornett, Tana Holder, Joyce Ugweje, Melissa Goldberg, Chris Spence, Thomas Ousley, Dennis Olgelsby, Everett Stucky, Barbara Wolf, Randy Cottrell, David Peters

Lew Chartock, acting chair, conducted the meeting. Dr. Chartock spoke briefly regarding the state of the council during the change in administration. “Right now we don’t know all the answers. What is important is to go on with our duly appointed duties and make sure that we represent the state and its interests. These are very exciting times. Change always brings challenge and opportunity.”

Minutes - October 6, 2004

James Dickerson moved to approve the minutes. Garland Barton 2nd. Motion passed.

Commissioner of Higher Education

Dr. Gregory “Gus” Fitch spoke to the council regarding his vision for the future of Higher Education.

I’ve been in higher education for over thirty years and I’ve been known as a change agent, a fixer and sometimes a hatchet man. Technology and the demands of industry have changed. You’re very fortunate in Missouri to have institutions like the University of Missouri and private institutions that do research. What a phenomenal benefit to this state to be able to develop products, techniques and applications. You also have one of the best community college systems around. They recognize their mission, which is technology and training for employment. You have a tremendous balance between the two. Public schools challenged with the dollars and cents they have available to meet the comprehensive mission. We have to regulate ourselves, we need to prove to the citizens of Missouri that we’re doing what we’re supposed to be doing and we’re honest about. The questions are what are we doing to improve what we’re doing. We have to regulate ourselves; we need to prove to the citizens of Missouri that we’re doing what we’re supposed to be doing. The question is what are we doing to improve what we’re doing. Missouri does well in a lot of areas but not in affordability. We need to do something about that. We need to say – if we as a state are going to support you in post secondary education you need to use those brains to solve our problems. Higher education/post secondary education needs to be the engine to help fuel economic development. That will be the key to success.

CEO Missouri Enterprise

Willem Bakker the new CEO of Missouri Enterprise spent a few minutes speaking about his goals for Missouri Enterprise.

Education and capital are the two components that are essential to economic vitality. Missouri Enterprise is a 501C3 corporation but we use all the principles of running a business to bring the essential ingredients for transformation to our clients. We go into an enterprise to analyze and assess their needs and we let that enterprise pull the requisite tools in order to transform it. That is a very big difference. We let that enterprise pull instead of us pushing change. This causes change to occur far more rapidly, it is sustained and there is substantial less push back. Resistance is the greatest obstacle to managing change. Missouri Enterprise acts as a transformation agent for small to medium businesses. Transformation is a good word to use when the word change is too frightening. Our organization is structured around business principles to execute a public mission. That public mission is to sustain a viable manufacturing sector. Manufacturing is still the single largest economic activity in this state. I believe Missouri Enterprise can be an asset to this body, to higher education, to workforce development, and to economic development. Missouri Enterprise is a vastly underutilized asset. It's time Missouri takes a good look at what a private run principle system can do for the public body.

Infinite Scholars

Thomas Ousley/Dennis Olgelsby

The infinite scholars program is the largest recruiter of minority students for college in the state of Missouri. Minority students, primarily African American and Hispanics, are the least likely to attend college because college costs in Missouri are so high. Mr. Ousley the founder of the Infinite Scholars program runs a scholarship fair that enables many high school graduates to attend college for free. The scholarship fair puts recruiters from Missouri and other states together with students.

Dennis Olgelsby a law enforcement officer for 12 years is currently working as a member of the North County gang task force. Officer Olgelsby began working with the Infinite Scholars program in order to get the kids out of the gangs. "I realized that a lot of kids have no hope. With the infinite scholars program the students are starting to realize that maybe they do have hope." The Infinite Scholars program has also begun working with apprentice programs in order to offer students who don't want to go to college another option.

Apprenticeships

Neil Perry

The National apprenticeship Act of 1937 authorized the Federal government, in cooperation with the states, to oversee the nation's apprenticeship system. The Office of Apprenticeship Training, Employer and Labor Services (OATELS) formerly Bureau of Apprenticeship Training (BAT) registers apprenticeship programs and apprentices in 23 states and assists and oversees State Apprenticeship Councils (SACs). The Government's role is to safeguard the welfare of apprentices, ensure the quality and equality of access to apprenticeship programs and provide integrated employment and training information to sponsors and the local employment and training community. Today there are more than 32,000 program sponsors, representing 250,000 separate employers who offer apprenticeship training to more than 480,000 apprentices in various industries. In Missouri there are 654 programs with over 12,000 apprentices.

Rick Beasley: I thought having Neil speak would help us to understand how we can utilize the apprenticeship programs in the Career Centers.

Career pathways

Melissa Goldberg/Chris Spence

The Division of Workforce Development has contracted with the Workforce Strategy Center to develop guidelines for Career Pathway programs in Missouri and to assist the regions with designing and implementing their local programs.

Career pathway programs will provide opportunities for the WIB's to assist workers in low paying, entry level positions advance to reach self-sufficiency and also help the employers fill the vacated positions with individuals from the Missouri Career Centers, such as TANF recipients and Dislocated Workers.

Dr. Headrick pointed out that there is a program in place in Missouri that is already called Career Pathways. She suggested, this program should be called something else in order to avoid confusion.

Brenda Wrench: I understand that this is a community driven process and it's a different process in every environment. I've also heard about a lot of policy studies that we do in our community that seldom gives us a deliverable or accomplishes what we were setting out to do. Do we have any sense of when we think we would have identified a framework and then will it take another year to make it operational?

Chris Spence: The project in St. Louis has been under development for 6 months and they are hoping to begin training in spring of 2005.

Jobs for America's Graduates

Barbara Wolf with Jobs for America's Graduates (JAG) was on the agenda because Missouri is in the process of implementing the JAG model in the public school systems on a pilot basis. Ms. Wolf introduced the model and provided information about what the national organization can do to be supportive of during the implementation process and beyond. Jobs for America's graduates is the largest statewide system for dropout prevention and school career training for at risk young people. JAG, Inc. is a nonprofit 501(C) 3 corporation with a very modest budget and a small staff of individuals. Funding is raised from corporate America and in the last four years has received some support from the federal government in the form of earmark grants through Congress

Contracts with the Department of Economic Development, Division of Workforce Development, the St. Louis County Region and the Urban League of Metropolitan St. Louis, Inc. will provide JAG program services to high school students in the St. Louis area. Additional contracts are being worked on with other school districts throughout the state.

MTEC Dialogue

Lew Chartock

This council has already been involved around the issue of adequate education within the state. We've studied the matter, worked hard on it, advocated for it and so on. However, you can't reform the work skills of individuals unless business is out there. How do we get the business out there and who is working on that? Jim do you have any answers?

Jim D: Business isn't going to come to you; you have to go to them. We have staff people on the local board whose entire job is to go visit individual employers. We train them how to talk to employers. Our business representatives are getting ready to direct us into profiler training with work keys. They can come back and tell us what that particular employers' skill needs are. Not just show up for work but what the heck you have to know how to do to fill the jobs that employer has.

Lew: The basic premise around which the whole workforce investment movement was formed, was that business people would come to the local WIBs tell them what they needed. I'm not so sure it's happened but what troubles me greatly as a member of the council is where's the business supposed to come from.

Ron R: Statistics tell us that over the next five years 70-80 percent of our new jobs created are going to come from small to medium sized business. Who do the researchers go to for their information? They go to Boeing, Emerson and GM to get their information. All these companies have their own direction and it has very little to do with what we need to do with that small to medium sized business which is going to be our future. It's been proven over and over that it is a lot easier and cheaper to retain the businesses that you have than it is to recruit them.

Mary J: I would suggest our April meeting might focus on business and invite people to speak to the very issues we're talking about.

Lew: I think it's a great idea.

Bill T: Along with business maybe we need someone from economic development to come and speak to us and work with us. They could tell us what is offered when they're going after a company or if there is a company in this area that wants to expand what they do to help complete that expansion. It seems like somewhere in there we need that coordination. In these small rural areas the county may have only one person working on economic development or maybe not any. To me there is not much chance of luring a new company to those rural areas and certainly the rural areas need the economic stimulation so people can be put to work.

Jasen: I want to advance an idea for that April meeting. Rob O'Brien is the economic developer that's on our WIB board in Southeast Region. I would like to suggest that he be included in the April presentations.

Tony M: I have so many things going through my mind today. We spend a lot of time sitting and listening to a lot of great presentations but I'm just wondering if it would be effective to use part of or the entire meeting where we could take what we already have and talk as a large group. Maybe do some breakout sessions and try to do some planning. I leave here with a lot of information but I don't feel like we put a lot of action in place. How can I go back to my local community and put some of these things in place? I guess it comes back to what is our job, what is our purpose? It's probably not our job to do, it's probably not our job to tell people what to do but we could advise. I just wonder if we could spend some time in a meeting doing that.

Lew C: Being a systems kind of guy I want to apologize if I gave the impression that we've been wasting our time or wasting our work in terms of our emphasis on education. We do need to do that. It's necessary but not sufficient. All the pieces have to come together. I think Mary and Bill's suggestion is right on target. I think we should do that at the next meeting.

Jasen J: I think you can also tie the MEDC report into that process too. I've read most of the MEDC report and there are a lot of implications in that report on how you do business and what the underlying philosophy of economic development is. I think it's a great document to work from in terms of what are the underlying assumptions for a workforce development/economic development system.

DESE High School Task Force

Jerry Valentine

Dr. Valentine updated the council on the issues that the high school task force has been focusing on. "The level of reading, math and particularly writing skills that are necessary for a person to enter the world of work or college or junior college or vocational technical school was once thought to be different and maybe there was a

time when it was different but that is not the case now. What I'm sharing with you has not been blessed. What I'm sharing is where we are at as a committee." The task force has focused on the following four issues.

Should we think about increasing graduation requirements? RECOMMENDATIONS

Increase graduation requirements from 22-24

Increase communication requirements from three units of credit to four

Increase mathematics, science and social studies requirements from two units of credit to three

Should we think about some form of exit examination? RECOMMENDATION

Develop an exit accountability exam

Should we think about some type of differentiation of diplomas? RECOMMENDATION

The diploma should say you graduated from high school, you have these competencies, you have this attendance record, you have this citizenship record, you participated in these activities and possibly five or six standard kinds of data.

What should high quality high schools look like?

This fourth item is something we may or may not be able to do. What are the characteristics of highly successful high schools that do an excellent job of addressing the needs of all kids?

Meeting adjourned